Louisiana Department of EDUCATION

Speech and Language Support for All (SALSA) Initiative:

How RTI Fits into the New Role of the SLP

Session Objectives

- Provide a general overview of the Speech and Language Support for All (SALSA) Initiative;
- Explain how RTI fits into the new role of the SLP.

SALSA Leadership Task Force

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SALSA Leadership Task Force Documents

- SALSA Literacy Plan Document
- SALSA Brochure

Goals of SALSA

- Support students presenting with deficits in literacy, numeracy, or behavior.

- Maximize the efforts and expertise of the SLP.

- Facilitate collaborative efforts between the SLP, other educators, and parents.

The Role of the SLP is Redefined

- New roles align with educational reform, legal mandates, and evolving educational practices.
- New roles align to conform with ASHA guidelines on new roles in RTI and language and literacy.
- New roles have a greater impact on academic achievement and educational outcomes for an increased number of students.
- New roles target educationally relevant skills that address personal, social, academic, and vocational needs.

The Redefined Role of the SLP in SALSA

- SLPs will retain some traditional duties and responsibilities (i.e. IEPs, team meetings, et al)

- SLPs will take on new and evolving roles

- Conventional duties and practices that have minimal impact on educational outcomes will be discarded.

- SLPs will provide support under 3 tenets. RTI is embedded in this 3 tenet framework.

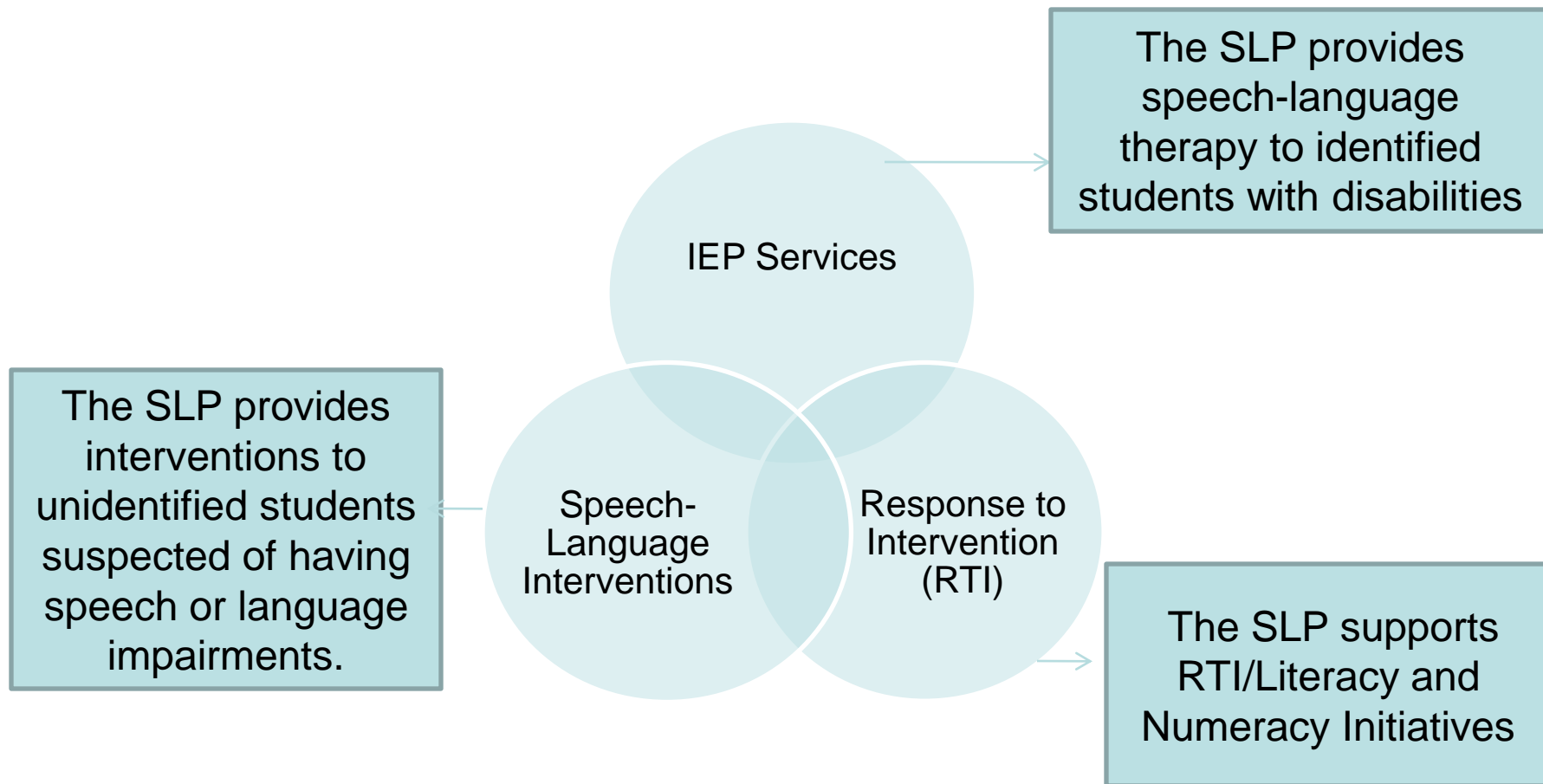- The work of SLPs will have a greater emphasis on language-literacy
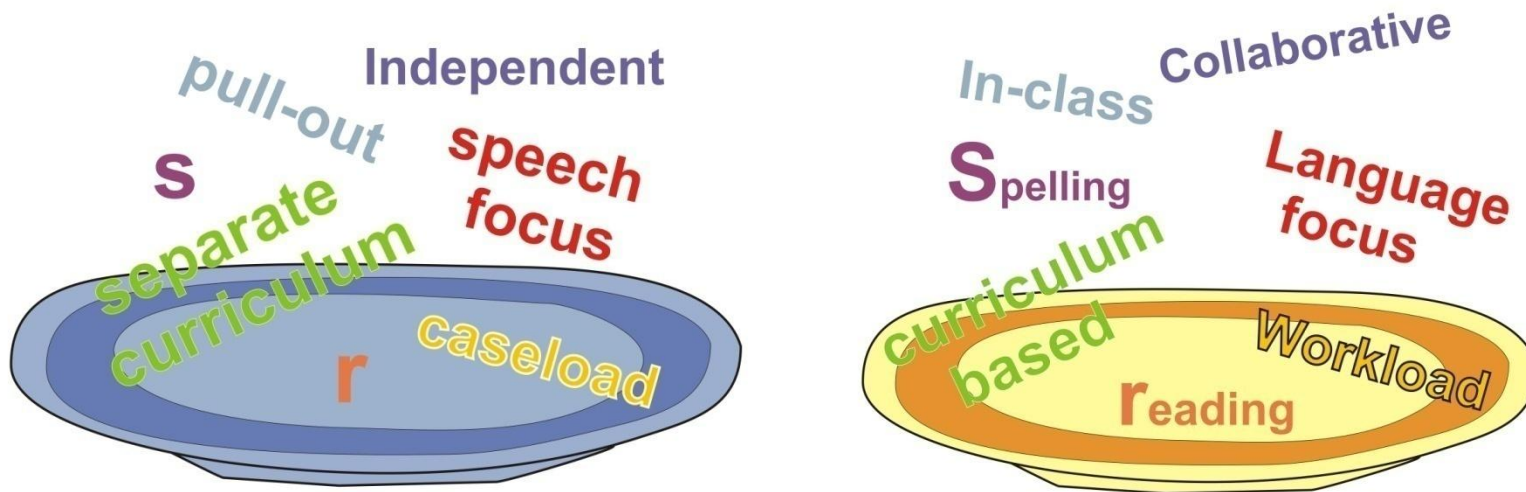
Norris, 2009

Not "adding to the SLP's plate," but rather, getting a different plate

(Ehren, 2007)

3 Tenets of Support

The SLP provides speech-language therapy to identified students with disabilities

The SLP provides interventions to unidentified students suspected of having speech or language impairments.

IEP Services

Speech-Language Interventions

Response to Intervention (RTI)

The SLP supports RTI/Literacy and Numeracy Initiatives

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3 Tenets of SLP Support

- Support under these three tenets may overlap. RTI and RTI related activities can be a relevant component under all 3 tenets.

- The implementation of support may be the same, while the tenet of support may be different (e.g. consultation/collaboration with teachers).

- SLPs will continue to provide therapy and IEP-related activities to students identified as having speech-language impairments.

  (Considered the traditional role, SLP services will be provided within a non-traditional service delivery.)₁₁

3 Tenets of SLP Support

- In accordance with Bulletin 1508, SLPs will now provide interventions to students who are suspected of having a speech or language impairment that is not a suspected low incidence impairment.

- SLPs will also provide support of Response to Intervention Initiatives through direct and indirect services.

Roles Align with LDOE's RTI Plan

- <u>High quality research-based instruction</u> – Evidence-based practices are encouraged under all tenets of support;

- <u>Universal Screening</u> – Universal screening for targeted speech-language skills or school-wide screening (e.g. DIBELS) results may analyzed to identify students at risk and who may possibly benefit from interventions;

Roles Align with LDOE's RTI Plan

- <u>Benchmarks, outcome assessments, and progress monitoring</u> –

  are used to determine progress of students receiving intervention instruction or therap**y;**

- <u>Data from these assessments-</u>

  are used to inform instruction, interventions, and/or therapy;

- <u>Mutli-tiered interventions</u> –

  All students identified as at risk receive increasingly intense levels of targeted interventions based on individual student needs. ¹⁴

Roles Align with LDOE's RTI Plan

- The concept of shared ownership of all students applies to SLPs.

- SLPs assume an active role in student assessment and instruction. This role now includes prevention through support of RTI.

Roles Align with LDOE's RTI Plan

- SALSA aligns with Louisiana's RTI Implementation Plan;

- However, it may not be appropriate for SLPs to be held accountable for adhering to established Pupil Appraisal timelines regarding the duration of the intervention period.

- Additionally, requirements for the collection, graphing, and reporting of speech-language data may be modified or be flexible enough to meet the needs of SLPs.

Speech-Language Therapy Caseload

The SLP provides appropriate services to students identified as having a speech or language impairment and served via an IEP.

- The SLP provides IEP services to students with speech-language impairments that are educationally relevant.

- *Educational Relevance-Education takes place through the process of communication.*

Educational Relevance

Educational relevance takes place through the process of communication. The ability to participate in active and interactive communication with peers and adults in the educational setting is essential for a student to access education. (Michigan Speech-Language-Hearing Association, 1995). In order for a communication disorder to be considered a disability within a school-based setting, it must exert **an adverse effect on educational performance.** The speech-language pathologist and team determine what effect the disorder has on the student's ability to participate in the educational process. The educational process includes preacademic/academic, social-emotional, and vocational performance. A speech, language, or hearing disorder may severely limit a student's potential vocational or career choices, regardless of the student's other competencies.

Speech-Language Therapy Caseload

The SLP provides appropriate services to students identified as having a speech or language impairment and served via an IEP.

- Traditional and non-traditional service delivery options using a continuum of services may be considered;
- Services may be more mobile, when appropriate – utilizing the total school environment and infusing IEP goals and/or intervention targets throughout the school day;
- Classroom-based, direct services and co-teaching are viable options.

❖ These activities could also be appropriate activities when providing RTI support.

IDEA/IEP Caseload Services

- Evaluating students
- Determining eligibility
- Developing IEPs
- Planning/implementing interventions (EBP)
- Pull-out or in-class therapy (EBP)
- Co-teaching
- Recommending curriculum-relevant instructional strategies
- Student observations
- Progress Monitoring
- Progress Reports
- Data-driven decision making
- IEP team meetings
- Maintaining records
- Consulting and collaborating with other professionals
- Parent communication

Speech-Language Interventions

In accordance with *Bulletin 1508,* the SLP provides interventions to students suspected of having a voice, fluency, articulation, or language disorder.

- May include preventive and speech improvement services;
- May be individual, small group, large group, or whole group, pull-out or classroom based;
- May be brief, intense, or targeted interventions;
- May include modeling or skill sharing;
- Should be educationally relevant;"
- Parents should be informed and involved.

Speech-Language Interventions

- Student observations
- Screening/diagnostic assessments
- Consulting and collaborating with other professionals
- Attendance and participation at team meetings
- Participating as an RTI/SBLC team member

- Data Analysis
- Assisting in planning interventions and intervention materials
- Indirect/direct interventions
- Providing services in language improvement/language stimulation sessions or classrooms

SLP Support of Response to Intervention (RTI) Initiatives

The SLP provides interventions or other support for students who struggle with learning and who have not been identified as having a learning disability.

- Support may be indirect or direct and targeted.
- Support may be collaborative and/or consultative.
- Support may include modeled lessons and/or co-teaching.
- Support may include staff/professional development.

SLP Support of Response to Intervention (RTI) Initiatives

May include:

- Literacy screening (planning, coordinating, administration, analysis and progress monitoring (when this adds value);

- Phonological awareness, vocabulary, discourse, narrative, spelling written language;

- Student/grade level planning and data analysis;

- Provision of resources (materials, literature, videos, demonstrations);

- Planning strategic supports for classroom instruction;

- Professional development

- ❖ SLPs may perform activities that utilize their specific skill set. Performing duties that may be completed by others is not the best use of the SLP's time.

SLP Support of RTI Initiatives

- Participating as an SAT, SBLC, or other team member, when appropriate
- Modeling lessons, modeling use of the curriculum to teach language
- Consulting/collaborating with other professionals
- Monitoring students
- Making curriculum-relevant recommendations

- Providing feedback to students and other professionals
- Assisting with data analysis
- Providing staff development
- Planning interventions
- Providing direct interventions
- Teaching scaffolding techniques

SLP Interventions and RTI Support

- Parents should be informed and involved.

- Progress monitoring is advised.

- The SLP determines when sufficient data have been obtained to determine if the student is expected to obtain the target skill(s) within a reasonable period of time.

- No minimum or maximum duration for interventions is required (left to the professional judgement of the SLP).

- If the anticipated intensity and duration of support remains substantial after interventions have been conducted for a reasonable period, a speech-language evaluation is warranted.

SLP Interventions and RTI Support

- If data indicate that the student will remediate communication concerns within a reasonable period of time/short duration and with reasonable intensity, the SLP should continue interventions until concerns are addressed.

- If the anticipated intensity and duration of support remains substantial after interventions have been conducted for a reasonable period, a speech-language evaluation may be warranted.

- The decision to proceed with an evaluation should be a data-based decision determined by the SLP and referral committee.

The Redefined Role of the SLP In SALSA Student-Centered Services

The SLP will provide **student-centered services**:

- working with students in the least restrictive environment;

- providing high quality services at a time and intensity or in a manner, in which they are most appropriate;

- using the service delivery that is most effective as opposed to most convenient

The Redefined Role of the SLP in SALSA Education Model of Service

The SLP will shift from the medical/clinical model of service to the **educational model of service**.

- Goals are content and curriculum-relevant.
- The SLP's work will focus on core content standards, progress in the general education curriculum, and addressing speech-language deficits that prevent progress;
- The ultimate focus is improved academic outcomes.
- Rather than services provided in isolation, services will be more collaborative and context-based, specifically intended to help improve student achievement in school.

The Redefined Role of the SLP in SALSA Expanded Service Delivery

The SLP will use a **continuum of service delivery options**:

- The traditional service delivery model of 2 X 30m/wkly will no longer be the norm;
- Service delivery will be varied and student-specific;
- Classroom-based, whole group, co-teaching, Classroom-based, small group, flexible grouping, pull-out (therapy room), pull-out-quick fix, integrated therapy, 3:1, and other models may be appropriate options, depending on student needs;
- Flexible scheduling is encouraged;
- Varied models are viable options under all 3 tenets.

The Redefined Role of the SLP in SALSA Flexible Scheduling

The SLP will utilize **flexible** scheduling:

- A shift from the traditional model of scheduling to a more flexible model of schedule will be essential.

- Flexibility and creativity in block scheduling that permits the rotating of students in and out groups throughout the year will allow the SLP to provide services at appropriate levels of intensity during opportune times.

- Flexible scheduling allows the SLP to prioritize student need and provide student-centered services routinely.

- Flexible scheduling may include but is not limited to 3:1- scheduling 3 weeks direct, 1 week indirect, or a combination of direct and indirect.

- Flexible scheduling requires adequate accompanying documentation.

The Redefined Role of the SLP in SALSA Curriculum-Relevant Services

The SLP will increase opportunities to provide **curriculum-relevant services**:

- The SLP collaborates and consults with other professions to ensure appropriate skills are targeted and reinforced.

- Speech-language services are oriented toward the student's course content and goals are integrated within the regular class curriculum.

- Deficits are addressed through the use of the student's curriculum (even with voice, articulation, and fluency, when appropriate).

- Services support classroom learning, rather than disrupting it.

- There is an emphasis on generalization of skills and learning in the school culture and natural setting.

The Redefined Role of The SLP in SALSA Expanded Role in Language and Literacy

The SLP will **focus on curriculum with a language lens:**

- Employ a linguistic and metalinguistic perspective in viewing curriculum, instruction, and assessment or in viewing the student's responses to them (e.g. Are there syntax issues? Are there problems understanding the pragmatics of the context? Are there underlying morphological issues?)

- Assist in meeting language demands of the curriculum (e.g. Vocabulary, high level language–metaphors, analogies, figurative language, paraphrasing, processing during language instruction.

- Recognize the potential value of peer language models. Addressing communication skills in inclusive settings afford opportunities for natural, meaningful language use with peers that have typical speech and language development.

The Redefined Role of the SLP in SALSA Evidence-Based Practices

The SLP will provide **Evidence-Based Practices** to the best extent possible:

- The SLP is highly encouraged to integrate high quality research evidence with practitioner experience and client preferences and values into the process of making therapy decisions.

- This can be programs (LIPS, Earobics) or the direct teaching of a skill or strategy using high quality researched based instructional practices found to be effective.

- EBP will ideally result in value-added SLP performance with improved documentation and data collection.

The Redefined Role of the SLP in SALSA Accountability-Value Added

The SLP's contributions are indicative of **value-added performance:**

- SLPs must expect and document progress, including curriculum-relevant progress.
- Consider whether therapy, practice, duration of services are frequent, repetitive, systematic, and/or intense enough and are reflective of expected progress.
- Consider whether interventions and therapy are early enough, frequent enough, targeting the relevant skill(s), in need of changes, data-driven.

The Redefined Role of the SLP in SALSA Data-Driven Decisions

The SLP will make **data-driven decisions** to determine progress and services.

- SLPs will use appropriate goal setting and frequent progress monitoring, including curriculum-based measurements to assist them in determining the effectiveness of interventions/therapy.

- When progress is monitored and data-driven instructional adjustments are made, student achievement improves.

- Good data-based decision making will include progress monitoring data, data from EBP and speech-language services, as well as collaboration with other professionals.

- Value-added performance will include well documented, data-based decisions.

The Redefined Role of the SLP in SALSA Workload Approach

Workload refers to all activities required and performed by the SLP, including face-to-face services, collaboration, meetings, materials preparation, Medicaid billing, curriculum adaptation (ASHA 2001).

- Districts are highly encouraged to adopt a **workload** rather than caseload approach when tracking and documenting services and contributions of each SLP.

- Rather than simply tracking the number of students assigned to the SLP's caseload, the entire continuum of services and all components of an SLPs workload should be evaluated as significant contributions to the SLP's workload and should be considered when school assignments are made. This includes the SLP's intervention workload and indirect student support.

SALSA – The Impact

- Improved academic outcomes for increased numbers of students, especially in the area of literacy;

- More opportunity for the SLP to provide student-centered services;

- Fewer students on IEPs

- Increased services to students "at risk" of learning difficulties;

- Increased services in the general education setting;

- Increased focus on prevention;

- Shorter duration of services for students;

- Reduced paperwork.

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The Redefined Role of the SLP in SALSA Additional Concerns and Implications

- Funding-Possible Adjustments to MFP Formula?
- Current Caseloads-Admission/Exit Criteria Revisited
- Need for Local Administrative and LDOE Support
- High Quality Professional Development/Capacity Building
- Implications for training and practicum programs

SLP's Moving Forward Courses

- Phase I Series– 3 Courses of professional development offered to school-based SLPs statewide (may be used for Certification Maintenance Requirements)

- Topics covered include: Role of SLP in RTI, Service Delivery, Classroom-based Service/Data Management

- Presenters included: B. Ehren, L. Carmichael-Howell, J. Rudebusch)

- Phase 2 Series – TBA Fall 2011- Spring 2012

SLP Cadre
Leadership Academy

- Two summer institutes
- First academy was held June 8-10, 2011
- Ongoing professional development, follow-up support, and distance learning opportunities
- Statewide professional development network and capacity building effort intended to help facilitate implementation of practices associated with the SALSA

Initiative

SALSA Development Site

- Collaboration between LDOE, LSU, and EBR
- Opportunity for advanced application in continuing education and research for stakeholders
- Select SALSA practices implemented in targeted schools
- Favorable research outcomes

Reflection and Follow-up for SLPs

Reflection

- Identify components of the SALSA Initiative that you are already implementing.

- Identify principles or practices of the initiative for which you were not familiar.

- How can these new roles of the SLP positively impact educational outcomes for students?

- Are you aware of who the SLP Cadre Leader(s) are for your LEA?

Follow-up

- Identify 1-3 practices that you will change at your school or in your LEA as a result of knowledge of the SALSA Initiative.

- Identify 1-3 ways in which collaboration between SLPs and other stakeholders could be enhanced to yield improved outcomes for students.

- Which components of the initiative could you discuss with other stakeholders and/or develop a plan of implementation?

Reflection and Follow-up
for Pupil Appraisal, Administrators,
and other Stakeholders

Reflection

- Identify components of the SALSA Initiative that are already being implemented in your LEA.

- Identify principles or practices of the initiative for which you were not familiar.

- How can these new roles of the SLP positively impact educational outcomes for students?

- Are you aware of who the SLP Cadre Leader(s) are for your LEA?

Follow-up

- Identify at least 3 practices that you will change or support at your school or in your LEA as a result of knowledge of the SALSA Initiative.

- Identify 1-3 ways in which collaboration between SLPs and other stakeholders could be enhanced to yield improved outcomes for students.

- Which components of the initiative could you discuss with SLPs and/or other stakeholders in your LEA and begin to develop an action plan of implementation?

Contact Information

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